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Title of the Paper:

A Study on Digital Reading Habits and Digital Reading Preferences among the College Students in Kamrup (Metro) District of Assam

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INTRODUCTION



The extensive use of the Internet and alternative reading resources featuring hypertexts and multimedia has significantly altered reading habits. Many university libraries report a decline in the use of print journals and magazines, as younger generations increasingly turn to online media (De Groote & Dorsch, 2001).

INTRODUCTION



UNESCO's SDG4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” This objective is a key catalyst for positive change, highlighting education's transformative power in fostering a sustainable and equitable world. Digital reading broadens student access to a vast array of educational materials, such as textbooks, scholarly articles, and online resources.

OBJECTIVES OF THE STUDY

- ▶ To study the Digital Reading Habits and Digital Reading Preferences between male and female college students in Kamrup (M) district.
- ▶ To find out the correlation, if any exists, between Digital Reading habits and Digital Reading Preferences among college students in Kamrup (M) district.
- ▶ To find out the difference, if any exists, in Digital Reading Habits and Digital Reading Preferences among the college students of Arts, Commerce and Science at Kamrup (M) district.

HYPOTHESIS

- ▶ There is no significant difference in Digital Reading Habits and Digital Reading Preferences between male and female students in Kamrup (M) district.
- ▶ There is no significant correlation between Digital Reading habits and Digital Reading Preferences among college students in Kamrup (M) district.
- ▶ There is no significant difference in Digital Reading Habits and Digital Reading Preferences among the students of Arts, Commerce and Science in Kamrup (M) district.

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METHODOLOGY

- ▶ This study employs the **descriptive survey** method.
- ▶ ***The independent variables are:***
 - Gender, and
 - Academic disciplines
- ▶ ***Dependent variables are:***
 - Digital reading habits, and
 - Reading references

METHODOLOGY

- The study focuses on 20 provincialized general degree colleges in the Kamrup (Metro) district. From these, five colleges were chosen based on their arts, science, and commerce streams, resulting in a sample of 200 students pursuing B.A., B.Sc., and B.Com degrees, selected proportionally. Gender was a key criterion in the student selection process.
- Data were collected via Google Forms using semi-structured schedules specifically designed for the study.
- The collected data were analyzed using t-Test and ANOVA.

Result & Discussions

Table 1: Devices Used for Digital Reading

Types of Devices	Frequency	Percentage
Smartphone	128	64.0
Laptop	4	2.0
Both Smartphone & Laptop	47	23.5

Table 2: Students engaged in digital reading for leisure or personal interest

Response	Total Frequency(200)	Percentage
Daily	47	23.5
Several times a week	80	40.0
Once a week	35	17.5
Rarely	32	16.0
Never	06	3.0

Table 3: Types of digital reading materials used the most

Types of Digital Reading Materials	Total Frequency(200)	Percentage
E-books	10	5.0%
Lecture notes/slide shared digitally	15	7.5%
Social media	21	10.5%

Table 4: How students read digital resources

Most Preferred Modes	Frequency	Percentage
Online	97	48.5
Offline	24	12.0
By taking printout	10	5.0
All the above	44	22.0

Table 5: How students usually take notes or annotate while reading digital content

Most Preferred Modes	Frequency	Percentage
Highlighting within the digital document	10	5.0
Printing the content and writing by hand	66	33.0
Typing notes in a separate document	24	12

Table 6: Preference of reading short-form content (e.g., articles, blog posts) or long-form content (e.g., textbooks, lengthy articles) digitally

Responses	Frequency	Percentage
No preference	21	10.5
Short form	57	28.5
Long form	12	6.0
Both short & long form	110	55.0

Table 7: Types of content read digitally by students

Modes	Frequency	Percentage
Textbooks	17	8.5
Academic articles	05	2.5
Novels and fiction	05	2.5
News articles	07	3.5
Blogs or online articles	01	0.5
Social media posts	18	9.0

Table 8: Types of digital resources found the most beneficial for students

Modes	Frequency	Percentage
Online textbooks	08	4.0
Educational websites	14	7.0
E-books	03	1.5
Online research journals and databases	02	1.0
Educational apps	06	3.0
Online video lectures	22	11.0

Table 9: Difference in Digital Reading Habits and Digital Reading Preference between Male and Female students

Digital Reading Habit	Gender	N	Mean	Std. Deviation	Mean difference	t	df	P-value
Digital Reading Habit	Male	64	29.9062	7.28495	01654	.014	198	.989
	Female	136	29.8897	7.80282				
Digital Reading Preference	Male	64	36.1875	5.40392	-.62868	-.869	198	.386

Table 10: Correlation between Digital Reading habit and Digital Reading Preference

Digital Reading	N	Mean	Std. Deviation	Pearson	Correlation P-Value
Digital Reading Habit	200	29.8950	7.62263	.391**	0.000
Digital Reading Preference	200	36.6150	4.76870		

Table 11: Differences of Digital Reading Habits and Digital Reading Preferences Among the students of Arts, Commerce and Science

Digital Reading	Streams	N	Mean	S D		Sum of Squares	df	Me an Squar e	F	P Value
Digital Reading Habit	Arts	105	29.9429	8.24251	Between	294.732	2	147.366	2.576	.079
	Commerce	22	26.6364	8.81311	Within Groups	11268.063	197	57.198		
	Science	73	30.8082	5.97601	Total	11562.795	199			
	Total	200	29.8950	7.62263						
Digital Reading Preference	Arts	105	36.3810	4.73810	Between	12.296	2	6.148	.268	.765
	Commerce	22	36.9545	5.81031	Within	4513.059	197	22.909		
	Science	73	36.8493	4.51747	Total	4525.355	199			
	Total	200	36.6150	4.76870						

CONCLUSION



- In conclusion, the findings of this study underscore the pivotal role of digital reading in promoting inclusive and equitable quality education, as advocated by SDG4. It is imperative for educational institutions to recognize the importance of digital literacy and provide the necessary infrastructure and support to encourage digital reading habits among students.
- By embracing digital reading, students can access a vast array of educational resources, enhance their learning experiences, and contribute to environmental sustainability through reduced paper consumption.

